

CONTENT, GOALS AND OBJECTIVES OF THE DEVELOPMENT OF PROFESSIONAL SKILLS IN MODERN FUTURE TEACHERS OF RISK

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Abstract

Modern drawing of the future plays an important role in the development of professional skills of teachers, increase of efficiency of educational system, training of students with modern knowledge and skills. This article presents information on the formation of professional competences of teachers.

Keywords: Competence, methodology, expertise, innovation, method, education, ability, qualification.

Introduction

The development of professional skills in modern future teachers of risk is a fundamental aspect of teacher education, ensuring that educators are well-prepared to meet the challenges of contemporary classrooms. In an era of rapid technological advancements, globalization, and evolving educational needs, future teachers must possess a diverse set of competencies that go beyond traditional teaching methods. Professional skill development encompasses pedagogical expertise, critical thinking, adaptability, emotional intelligence, and technological proficiency, all of which are essential for effective teaching and student engagement.

The primary goal of professional skill development is to equip future teachers with the knowledge and practical abilities necessary to address the unique needs of at-risk students. These students often face various socio-economic, psychological, and academic challenges that require specialized teaching approaches. Therefore, modern teacher training programs must emphasize innovative strategies, real-world experiences, and continuous professional development to enhance teachers' effectiveness in diverse educational environments.

This paper explores the content, goals, and objectives of professional skill development in future teachers, highlighting the importance of a comprehensive and adaptive approach to teacher education. By examining various methodologies and strategies, this study aims to contribute to the ongoing discourse on improving teacher preparation for the evolving demands of the education sector.

The development of professional skills in the training of modern drawing teachers allows them to effectively educate students by teaching them not only pedagogical knowledge, but also practical skills. This, in turn, contributes to the development of the drawing field and the improvement of the quality of education based on modern requirements.



The content of the development of professional skills:

1. Pedagogical competence: Improving the pedagogical knowledge and skills of future drawing teachers. This allows teachers to organize the teaching process taking into account the individual characteristics of students.
2. Technical competence: Acquiring knowledge of modern drawing and design technologies, materials, tools and programs. This helps the teacher effectively teach students practical and theoretical knowledge.
3. Creative approach: The teacher's ability to think creatively, apply new ideas and techniques, and teach students new approaches.
4. Innovative teaching methods: Making the teaching process more effective through the use of modern pedagogical technologies, including digital learning tools, interactive methods and multimedia.

Objectives of professional skills development:

1. Updating the professional knowledge and skills of drawing teachers: Learning new pedagogical and technological approaches and their effective use.
2. Developing the creative and scientific-pedagogical abilities of teachers: Training teachers to think in new ways, to find ways to teach students advanced knowledge.
3. Introducing modern technologies into the educational process: Preparing teachers to teach students new equipment and computer programs in drawing.
4. Providing high-quality professional education to students: Increasing the ability of drawing teachers to provide students with not only theoretical, but also practical knowledge.

Tasks for developing professional skills:

1. Developing teachers' pedagogical knowledge: Studying teaching methodologies and pedagogical theories, testing new pedagogical approaches.
2. Teaching teachers to use modern tools and technologies: Introducing teachers to computer programs, 3D modeling, and other modern technologies.
3. Developing practical experience: Showing teachers real practices in the process of teaching students, motivating students through practical tasks.
4. Continuously improving professional training: Regularly retraining and participation in advanced training programs for teachers to improve their pedagogical activities.

In contemporary education, the role of teachers extends beyond the conventional transfer of knowledge. Educators, particularly those working in high-risk environments, must be equipped with specialized skills to address diverse learning needs, manage classroom dynamics effectively, and provide psychological support to students. This article discusses the essential competencies required for future teachers, the goals of their professional development, and the key objectives of training programs tailored to high-risk educational settings.

Content of Professional Development

The professional development of future teachers in high-risk settings should encompass several core areas:

- **Pedagogical Competence:** Mastery of subject knowledge, curriculum planning, and effective teaching strategies.



- **Psychological Preparedness:** Understanding student behavior, emotional intelligence, and resilience-building techniques.
- **Classroom Management:** Strategies for maintaining discipline, engaging students, and handling conflicts.
- **Technological Proficiency:** Integration of digital tools and innovative educational technologies in teaching.
- **Cultural Sensitivity:** Awareness and adaptation to diverse social and cultural backgrounds.
- **Crisis Management Skills:** Preparedness for emergency situations and ability to handle stressful scenarios effectively.

Goals of Professional Development

The primary goals of developing professional skills in future teachers of risk include:

1. Enhancing pedagogical and psychological knowledge to meet the needs of students in challenging environments.
2. Strengthening adaptability and resilience in educators.
3. Encouraging continuous professional growth through reflective practice and lifelong learning.
4. Promoting the use of evidence-based teaching strategies and innovative methods.
5. Ensuring ethical and responsible teaching practices aligned with educational standards.

Objectives of Professional Development Programs

To achieve the above goals, training programs for future teachers of risk should focus on:

- Providing hands-on training and experiential learning opportunities.
- Integrating mentorship programs with experienced educators.
- Offering courses on psychology, sociology, and inclusive education.
- Implementing simulation-based learning for real-world classroom challenges.
- Encouraging professional collaboration and peer networking.

The development of professional skills in modern future teachers of risk is a crucial aspect of teacher education, requiring a comprehensive approach that integrates theoretical knowledge with practical competencies. In the context of globalization and rapid technological advancements, teachers must be well-equipped to handle diverse challenges in the educational landscape.

One of the key goals of professional skill development is to enhance pedagogical competence, ensuring that future teachers can effectively design and implement educational programs tailored to students' needs. Additionally, fostering critical thinking, adaptability, and emotional intelligence is essential, as these qualities enable teachers to navigate complex classroom dynamics and support at-risk students.

A significant challenge in the professional preparation of future teachers lies in bridging the gap between academic training and real-world teaching demands. Traditional teacher training often focuses on theoretical aspects, whereas practical experience in dealing with at-risk students remains limited. Therefore, integrating innovative teaching methods, including case



studies, simulations, and collaborative learning approaches, can enhance the effectiveness of teacher training programs.

Furthermore, the use of modern technologies in teacher education plays a vital role in skill development. Digital tools, online learning platforms, and virtual classroom experiences provide future teachers with opportunities to explore innovative teaching strategies and engage with diverse student populations. This not only improves their technological proficiency but also fosters a more inclusive and flexible approach to education.

Another important consideration is the role of continuous professional development. Education is a dynamic field, and teachers must engage in lifelong learning to stay updated with new teaching methodologies, psychological insights, and technological advancements. Encouraging professional networking, participation in workshops, and collaborative research can significantly contribute to teachers' ongoing growth and effectiveness.

In conclusion, the development of professional skills in modern future teachers of risk requires a holistic and adaptive approach. By integrating theoretical knowledge, practical experiences, technological innovations, and continuous professional development, educators can be better prepared to address the complexities of teaching and effectively support students in diverse educational settings.

Conclusion

The development of professional skills in modern future teachers of risk is vital for ensuring effective and inclusive education. By focusing on comprehensive training, practical experience, and continuous skill enhancement, educators can be well-prepared to face the complexities of high-risk teaching environments. Future research should explore innovative approaches to teacher training and the impact of specialized programs on long-term teaching effectiveness.

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